DOCUMENT RESUME

ED 282 490 HE 020 315

TITLE	Campus-Wide Seminar on the University Presidency: Faculty Expectations and Preferences. Panel Presentations at a University of Georgia Seminar (Athens, Georgia, November 19, 1986).
INSTITUTION	Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE	19 Nov 86
NOTE	49p.
AVAILABLE FROM	University of Georgia, Institute of Higher Education, Chandler, Athens, GA 30602 ($1.50).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Qualifications; *Administrator Role; Ancillary School Services; *College Presidents; Departments; Higher Education; *Leadership Responsibility; School Personnel; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS	*University of Georgia

ABSTRACT

Views of faculty members and staff at the University of Georgia concerning the responsibilities and qualifications of the next college president are presented in 1986 panel papers. Panels represented various disciplines as well as the university's public service, research, and student affairs offices. Panel paper titles and authors are as follows: "Our Needs, Expectation and Hopes for Our New President" (Gene E. Michaels); "The Presidency from the Viewpoint of Behavioral and Social Scientists" (Gary K. Bertsch); "The Expectations and Preferences of Fine Arts Faculty" (Richard M. Graham); "The Humanities and Our Next Presidency" (Richard A. LaFleur); "Perspective on the University Presidency from the Professional and Applied Fields" (Lynda Henley Walters); "In Search of New University Leadership" (Ivery D. Clifton); "Expectations and Preferences from the Perspective of Academic Services" (David F. Bishop); "The New President and Sponsored Research" (Edward Chin); "Student and Student Affairs Perspectives on Leadership" (William R. Mendenhall); "The Important Role of Public Service in a University" (Melvin B. Hill, Jr.); and "Faculty and Staff Expectations for Our New President" (Margaret Elisabeth Holt). (SW)

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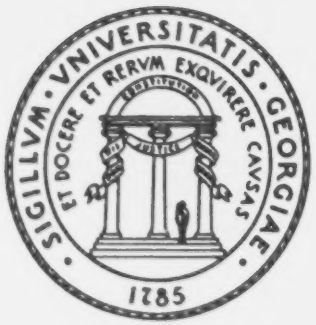
CAMPUS-WIDE SEMINAR ON THE UNIVERSITY PRESIDENCY: FACULTY EXPECTATIONS AND PREFERENCES



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UNIVERSITY OF GEORGIA
November 1986

HE 020 315

CAMPUS-WIDE SEMINAR ON THE UNIVERSITY PRESIDENCY: FACULTY EXPECTATIONS AND PREFERENCES

Panel presentations at a campus-wide seminar
held in the Ecology Auditorium on
November 19, 1986

Institute of Higher Education
Georgia Center for Continuing Education
University of Georgia
Athens, GA 30602

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FOREWORD

No one in Georgia has had a great deal of experience in selecting university presidents. Georgia Tech and the Medical College are not universities in the traditional sense because neither has a comprehensive liberal arts college nor grants the PhD in most traditional academic disciplines. Georgia State has been elevated to the status of a doctorate-granting university within the span of a single administration.

If we acknowledge that the University of Georgia did not become a full-fledged university until the early 1960s, only one university president has been appointed in the entire history of the University System of Georgia. And if Dr. Jonathan Rogers' brief presidency (1949-1950) is regarded as an interim appointment, the University of Georgia has had only three presidents since the appointment of President Harmon Caldwell fifty-two years ago.

Only one member of the Chancellor's staff and no member of the Board of Regents was present in 1967 when Dr. Fred C. Davison was appointed president. And given the fact that new presidents will be chosen for Augusta College, Georgia State, Georgia Tech, Georgia Southern, and the University of Georgia within the short span of two years, no greater challenge or opportunity has presented itself to the Board of Regents in their fifty-four-year history.

The significance of selecting five presidents is seen in the range and scope of the institutions themselves. Together the University of Georgia and the other four institutions educate 51 percent of the 136,000 students who enroll annually in units of the University System. These five institutions employ 49 percent of the University System's faculties, confer 59 percent of the earned degrees, and spend 58 percent of the state's budgeted funds for public higher education. Thus, the Board of Regents has an opportunity to serve as a truly unified governing board and to choose the state's public higher education leadership for the next decade.

The selection of so many academic leaders should be seen in its most meaningful context. The University System of Georgia is, some of us believe, the finest accomplishment of the people of Georgia. There are no achievements by Georgians in art, music, literature, business, industry, finance, government, or military conquest that can match our development of a statewide system of public higher education. In much the same manner, the University of Georgia should be perceived within its particular context. As a state-supported, land-grant,

research university, the University of Georgia is, indeed, the state's keystone institution. It's mission, and the role and scope of its academic programs and services, differ significantly from those of other state universities within the southern region.

Nationally the University of Georgia is most comparable to Ohio State University, the University of Illinois, the University of Wisconsin, the University of Minnesota, and the University of Missouri. These institutions are the leading public, land-grant, research institutions of higher education within their respective states, and each is regarded by many knowledgeable observers as the most prestigious institution in its state. It is most significant, therefore, that the University of Georgia has joined the ranks of such midwestern universities without having either a medical school or engineering programs.

It is necessary to ask, therefore, what are the expectations and preferences of the University of Georgia's faculties in the choice of a new president and what part should the University's faculties play in recharting the mission and role of the state's major and most prestigious institution. The Campus-Wide Seminar on the University Presidency held in the Institute of Ecology Auditorium on November 19, 1986 was quite effective in eliciting the opinions and beliefs of faculty members concerning the University's next president. Participating panelists were carefully chosen to represent the physical and biological sciences, the behavioral and social sciences, the humanities, the fine arts, and professional/applied fields of study. A second panel was carefully chosen to represent the University's public service, sponsored research, student affairs, adult/continuing education, and academic service commitments.

Each panelist was asked to prepare a 10-12 minute statement on the expectations and preferences of his or her colleagues and to discuss the implications of such expectations or preferences with other participants in the campus-wide seminar.

In preparing their statements, panelists were asked two questions: (1) What are the expectations of your colleagues concerning the next University of Georgia presidency, the authority and responsibility the new president should have, and the charges, challenges, and commitments that the chosen candidate should bring with him or her to the University of Georgia campus? And (2) what are the preferences of your colleagues concerning the academic background, professional experience, and reputation the next president should have.

The eleven representative panelists responded in a most commendable fashion. The following papers thus represent the written expectations and preferences of the University of Georgia's faculties as reflected by the participating panelists.

Although all seminar presentations were video-taped, they have been prepared for wider distribution and as a more permanent record of faculty attitudes, beliefs, and values. Running throughout the eleven presentations is a remarkable "sense of reality." Each of the panelists displays good sensitivity to the size and complexity of the University in 1986; the urgent need for institutional leadership at a time when public leaders are slow to re-assure faculty and staff that they understand the University's particular status and needs; and the exceptional potential for continued development and advancement that the University of Georgia obviously has. None of the presentations is overly idealistic, and none asks for presidential leadership that cannot be attracted and appointed. All viewpoints are definitely within "the realm of possibilities."

By their willingness to set aside time in busy schedules, to seek out equally busy colleagues, and to present collective or representative viewpoints in an open seminar, the eleven panelists have demonstrated in excellent fashion their concern for the University's future. Having cared enough to state their expectations and preferences for the University's next president, the participating panelists would now ask that <u>others</u> care enough to read and consider the beliefs and values expressed in these proceedings.

Cameron Fincher
Regents Professor
and Director
Institute of Higher Education
December 10, 1986

What The Faculty Expects:

We must have a new president who understands that we do not work and teach in an isolated ivory tower insulated from the public.

Gene Michaels

...my colleagues want a president from the academic community who can work with faculty and all of the University's constituencies in defining and furthering excellence at the University of Georgia....

Gary Bertsch

The new president should be a distinguished scholar in one of the traditional arts or sciences with a documented history of success as a college or university administrator.

Richard Graham

We want a president whose primary interest is in the quality of our students and our faculty's scholarly experiences, whether in the history lecture hall or the physics laboratory...[and] a clear understanding that the humanities are not the frills or window-dressing of a great university, but its very essence....

Dick LaFleur

...a president who believes that education is a major part of the long-term solution to current problems, whether the problems exist at the state, national, or international level...a president who would not prejudge programs...who is in favor of faculty development...who has a sense of humor....

Lynda Walters

The new president needs the capacity and desire to develop the whole institution and an understanding and abiding appreciation for the land-grant system.

Ivery Clifton

A president must have a positive and enthusiastic attitude toward change and the future, particularly with regard to new technologies. ...and finally, the president needs to have a sense of how to balance the many forces and pressures within the University.... The president must be president of all of the University. That does not argue against priorities and choice....

David Bishop

...I would hope that the new president would recognize the tripartite mission of the University as Education, Research, and Public Service. ...instill the faculty with renewed enthusiasm and dedication...[and have] the vision to identify the challenges ahead....

Ed Chin

I believe [the students] want someone who is a respected professional, one possessing "charisma" who will surround her/himself with quality people and who can rise above the bureaucracy. A leader...who appreciates and encourages the co-curricular life of the university and understands the changing nature of the modern American college student.

Bill Mendenhall

We must not lose sight of the fact that we do have a success story...at the University of Georgia. We are looked to as having...perhaps the most, successful public service programs in the country.... I would like to see a new president who is more interested in making the most of what we can be and should be at the University of Georgia than in comparing ourselves with other institutions of stature.

Mel Hill

The new president should be someone who sees the University's mission as serving all people of the state. ...[who has] a history of participatory administration...and a leadership style which is consistent with the academic and collegiate environment...a person with...good listening skills, and a decisiveness in decision making.

Margaret Holt

The Panelists

Gary K. Bertsch is General Sandy Beaver Teaching Professor of Political Science.

David F. Bishop is Director of Libraries.

Edward Chin is Professor of Zoology and Director of the Marine Sciences Program.

Ivery D. Clifton is Associate Professor of Agricultural Economics.

Cameron Fincher, moderator, is Regents Professor and Director of the Institute of Higher Education.

Richard M. Graham is Professor of Music.

Melvin B. Hill, Jr. is Director of the Carl Vinson Institute of Government.

Margaret E. Holt is Assistant Professor of Adult Education.

Richard A. LaFleur is Professor of Classics and Head of the Department of Classics.

William R. Mendenhall is Associate Vice President for Student Affairs.

Gene E. Michaels is Associate Professor of Microbiology and Director of the Office of Special Academic Programs.

Lynda H. Walters is Associate Professor of Child and Family Development and Associate Dean of the College of Home Economics.

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OUR NEEDS, EXPECTATIONS AND HOPES FOR OUR NEW PRESIDENT

Gene E. Michaels
Associate Professor of Microbiology &
Director of the Office of Special Academic Programs

Let me first make it very clear that I sent out no surveys to my colleagues in the physical and biological sciences, passed out no questionnaires, nor did I hold any group meetings, so what I am going to say is not based on data gathered in those ways. But rather, what I am going to say about the needs, expectations and hopes for our new president will be based on having worked for the past 22 years with the faculty and staff in the biological and physical sciences and having served during those 22 years under three university presidents: Aderhold, Davison, and Stanford. I have seen some of the things that these presidents have done that worked and some of the things that did not.

So from that standpoint, I would hope that our new president will have a background and training which will allow him or her to see the tremendous advances which have taken place in research in the biological and physical sciences.

I would hope that the new president would realize the many rewards which are bestowed on the successful researcher here at the University of Georgia: tenure, promotion, recognition and respect, and with the realization the new president must be an educator of sufficient stature to balance research with our teaching and service responsibilities, because in the latter the rewards are often negative.

We will need a president who will be willing to change this negative environment towards teaching. Currently many department heads feel obligated to tell their new faculty member, "Don't waste your time on teaching, here at Georgia you will be promoted on research, period." Our new president must change that.

However, our new president will not find the neglect of teaching a unique problem peculiar to our university. Derek Bok, president of Harvard University, in his recent report to the Harvard Board of Overseers, said that colleges and universities dedicated to research, including his own, are not paying enough attention to how well they teach. Just as the President of Harvard was able to recognize that problem, we must have a president who will be willing to recognize that same problem here at our university.

We must have a new president who clearly understands how we are preconceived by the general public, by the society in which we live. How does our society look at us? The Carnegie Foundation report released last week will help our new president answer that important question.

The Carnegie report in part states, "Colleges are generally assumed to be institutions that value teaching and learning above all else. In fact, they are more likely to shower perks and privileges on and award tenure to the authors of dull books and insignificant research than on the teachers who turn students on to the delights of Chaucer or the thrill of scientific discovery."

Well, I think that that is an overstated condemnation of us and certainly an oversimplification, but it is an indication of the public's impression of us. Our new president must be able to correct us where we are at fault and even more importantly be a sufficiently astute public relations person to correct the public's impression of us.

When we cancel a class, use teaching assistants with language problems, conduct oversize classes so fewer must teach, use poor teaching techniques, i.e. relay teaching substituted for team teaching, the students will know. We will need a new president who will keep reminding us that we cannot hide these things.

We are going to need a president who has a feeling for the physical facilities available to this community. When the new president walks the hall of our great institution and sees:

-- the many classrooms we have turned into research labs,
-- the many teaching labs we have turned into research labs,
-- the many student seminar rooms we have turned into research labs, that feeling should be present.

When he or she looks at the buildings we have recently built or contemplate building and notes the paucity of classrooms and undergraduate teaching labs, at some point our new president must be strong enough to say, "Let's turn this around and start improving the availability of facilities to teaching and service." An equitable balance must be maintained.

We must have a new president who understands that we do not work and teach in an isolated ivory tower insulated from the public. That public sends 21,000 of their children on to our

campus every day. And when we neglect them their parents soon know.

Lastly I would like to say that I hope that we have a presidential search committee that will realize that no one person will have all of these qualities which are needed to be president of our university. I think that they will not be able to find a research scientist, educator, politician, public relations expert, and counselor who would be willing to be our president. Therefore, the committee must choose a person who will have the qualities to successfully lead our university.

Now to summarize my thoughts: I fear that my colleagues would like a relatively weak president who would lead, or at least not get into the way of our continual rush for excellence in research at the expense of teaching and service. We must have a president who will be sufficiently strong to save us from that folly, and one who will understand that without our striving for excellence in teaching, we will soon lose society's respect and support, and without the support, our efforts to achieve excellence in research would also soon falter.

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The second--not the first--most important single responsibility of a board is to select a president; the first most important responsibility is to have a presidency that is effective and thus potentially attractive to qualified persons.

Clark Kerr
Presidents Make a Difference
(1984)

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Much more could be done by governing boards and the executives of state systems to support strong campus leadership....Campus leadership in state systems is crucial...and a scarce commodity. We need to nurture it and spread it around.

Joseph F. Kauffman
"Expectations and Realities..."
(1978)

THE PRESIDENCY FROM THE VIEWPOINT OF BEHAVIORAL AND SOCIAL SCIENTISTS

Gary K. Bertsch
General Sandy Beaver
Teaching Professor of Political Science

I, like Gene Michaels, really did not make an effort to systematically survey my colleagues in behavioral and social sciences. But I did over the last couple of weeks, make an effort to speak with as many of them as I could. I was surprised and gratified at the common viewpoints that were expressed.

There are three themes that I would like to bring to your attention. The first theme concerns the research that has been conducted over the years in the behavioral and social sciences that addresses the issue of presidential leadership. The second point deals with the preferences of my colleagues in the behavioral and social sciences concerning the characteristics that they would like to see in the new president. The third point deals with special concerns, again of my colleagues, regarding the presidency and the needs and aspirations of those of us in the behavioral and social sciences.

In regard to the first point, what does the literature and research conducted in the behavioral and social sciences have to say about effective presidential leadership? I was pleased to discover while doing some reading over the past few weeks that it has a great deal to say and that we ought to take note of it. There is in fact a considerable volume of research on the personal qualities and role behavior of effective presidents. It is difficult to summarize forty-plus years of research in a few minutes, but I would call your attention to a very fine paper written by Cameron Fincher that attempts to do so.

If I can quote from Cameron's paper, "Research has clearly demonstrated that effective leadership is a function of personal qualities, group and organizational characteristics, situational demands, and societal or cultural values" ["Presidential Leadership: Personal Qualities and Role Behavior"]. He goes on to emphasize that personal qualities of institutional leaders do make a difference. One useful study, incidently by a former university president, concludes that no part of the selection process is more important than the selection committee's assessment of the personal qualities that their institution should be seeking in a president. I would like to re-emphasize that statement for our search committee. No part of the selection process is more important than the selection committee's determination of the personal qualities that their institution should

be seeking in a president. The author of the study, John Millett, is convinced that presidents, among other things, must understand and be committed to the values of the academic community. Another important point that he states is that the president should demonstrate an appropriate leadership style by delegating authority and committing himself or herself and the institution to academic excellence. Overall then, my colleagues and I submit that the selection process can be aided by considering what research in the behavioral and social sciences tells us about personal qualities and effective university leadership.

My second point: what are the preferences of my colleagues in behavioral and social sciences concerning the qualities of the new president? Here I found a high level of agreement and very strong preferences. First, my colleagues desire a new president with a deep knowledge and love of the University and all that it entails. This includes an appreciation of and sensitivity to students, faculty, and the University's many other constituencies. Not only should there be love and understanding, but a sense of what it takes to make Georgia one of the top half-dozen state universities in this country. They desire a president with considerable experience--ideally with both administrative and faculty experience at one of America's top universities. Secondly, my colleagues desire a president with a vision of excellence--someone who can articulate and provide intellectual leadership in defining and furthering excellence here at the University of Georgia. Thirdly, my colleagues desire a new president with a deep understanding and appreciation of research, teaching, service, and the importance of supportive and organic relationships among them.

The recent Carnegie Foundation report calls attention to some critical things about what has been going on in our universities. The new president should understand and be prepared to address the important issues that have been raised by the Carnegie Foundation report. The new president should: (1) have a demonstrable interest in research and scholarly inquiry, (2) a demonstrable interest in students and instruction, and (3) a demonstrable interest in seeing the University serve the state, nation, and global community.

Finally, my colleagues have some special concerns about how all of this affects the behavioral and social sciences. We feel that there are some excellent departments and programs that compare very well in national surveys and ratings that have been conducted over the years. These programs need to be supported but most of them are currently suffering. Department heads tell me that they are operating under draconian budgetary constraints. My department, for example, which has

political science and public administration programs that rank among the very best in this country, has had over the years no appreciable increases in travel money. We have approximately enough travel funds per faculty member to attend part of one professional meeting per year. We have no travel budgets to bring in candidates for vacancies that might arise in our department. We have an operating budget that requires us to pay personally for most of our professional telephoning and copying services. We have had no appreciable increase in support of graduate assistantships and no fellowship support for graduate students. This makes it extremely difficult for us to compete for the kind of graduate students we feel we need to build the program that we would desire. It is difficult to maintain and pursue excellence under such conditions in the behavioral and social sciences.

In summary let me conclude by re-emphasizing these three points: (1) a considerable amount of research in behavioral and social sciences tells us what kind of president we ought to be searching for, (2) my colleagues want a president from the academic community who can work with faculty and all of the University's constituencies in defining and furthering excellence at the University of Georgia, and (3) they want a president who is supportive of excellence in the behavioral and social sciences.

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I have suggested on historical and comparative grounds that the president of a leading American college or university can exercise leadership: symbolic, political, intellectual, and administrative. But what are his resources for the exercise of leadership...?

Martin Trow
The University Presidency
(1984)

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The job of president differs widely from campus to campus and in large measure, is defined by the size, type, tradition, and control of each institution.

Robert E. Carbone
Presidential Passages
(1981)

THE EXPECTATIONS AND PREFERENCES OF FINE ARTS FACULTY

Richard M. Graham
Professor of Music
Division of Fine Arts

My primary preparation for this presentation consisted of interviews with administrators from the Division of Fine Arts of the University and a collection of comments from members of the division faculty. The departments which comprise the Division of Fine Arts are the Department of Art, Francis A. Ruzicka, Head; the Department of Theatre and Drama, August W. Staub, Head; and the School of Music, Ralph E. Verrastro, Head. My remarks will consist of direct responses from the individual administrators and of composite comments which I consider to represent attitudes expressed to me in both formal and informal discussions of the subject.

The first question of this seminar is, "What are the expectations of fine arts faculty members concerning the next University of Georgia president; the authority and responsibility, charges, challenges, and commitments that should be brought to campus?"

Authority and Responsibility

There appears to be no significant disagreement among fine arts faculty members with the authority and responsibility given the president by, and published in, the Board of Regents Guidelines and other official publications. All individuals with whom I spoke expect the new president to be the primary administrator with all of the authority and responsibilities which accrue to one in such a position. In a few words, the division faculty expects and desires a strong president who is capable of and willing to make the difficult decisions which go with the job.

Charges, Challenges and Commitments

Charges: The faculty of the division of fine arts would be pleased to see the new president charged by the Board of Regents with the responsibility of supporting teaching, research and service in all areas of the University including, of course, the fine arts. A critical aspect of such support would be the provision of physical facilities commensurate with the role of the arts in a major university.

Challenges: The faculty would like to see a president who is, in the words of Benezet, Katz and Magnusson, "an explorer--in quest of new challenges." Such a challenge might well include daring to adopt a presidential style which not only permits but encourages and supports the continuing development of an already good fine arts program but one definitely in need of such nurturing. Professor Richard Zimdars of the School of Music speaks to the matter of challenges in the following manner. After a first tour of the campus Professor Zimdars would like to hear the new president say something to the effect that, "You have a modern football and basketball facility, but where is the state-of-the-art fine arts center for dance, music and theatre, and the hall in which the New York Philharmonic, the San Francisco Ballet, Oscar Peterson, and others give their performance as part of your performing arts series?"

Professor Zimdars believes that the new president should accept the challenge to foster a growing community and university audience for the arts."

Commitments: The American Heritage Dictionary defines "commitment" as "The state of being bound emotionally or intellectually to some course of action." I like this definition and especially so when it is considered with respect to the new president. Everyone with whom I spoke stressed the importance of the new president's being something more than a passive liaison person between the Regents and the University or a simple keeper of the peace. It was made clear to me that a president is desired who is bound both emotionally and intellectually to the continued development of the University as a comprehensive institution--a development which I might add, cannot take place without the concurrent, continued development of the arts as well as the sciences and technology.

The second question of this seminar has to do with the next president's academic background, professional experience, and reputation. Since this question deals with more personal factors, the responses from the faculty members were more direct than they are to the first question. Much of what follows is direct quotations with only minor changes to facilitate this manner of presentation. From August W. Staub the following comments:

On Wednesday, November 5, I consulted with the tenured faculty in drama. They expressed the following concerns as unanimous and strongly held positions:

1. The new president should be a distinguished academician-administrator who has achieved in his or her own

academic discipline and who has had considerable academic experience. The opposite of this person would be one whose achievements were in professional administration in smaller or larger colleges or in business or law or the military.

2. The new president should have experience in a sizeable university and should be a specialist in one of the traditional arts and sciences disciplines, as opposed to business, veterinary medicine, agriculture, and so forth.

3. The new president should be committed to the idea of keeping the college of arts and sciences intact.

4. The new president should wish to provide physical facilities commensurate with the role of the arts.

Professor Staub goes on to indicate two views which are held strongly by all members of the tenured faculty of his department; they are:

1. The new president should support the construction of a new auditorium, a new scene shop, and new music facilities.

2. The new president should support the faculty reform process in which the University Council is presently engaged.

From the School of Music came these comments in an interview with the Department Head, Professor Ralph E. Verrastro.

> The new president should be one who has already demonstrated that he or she is in a class with the best college presidents in the nation. This person should have gained the respect of colleagues in an academic field. In other words, the candidate should have been referred to the selection committee not only as a successful administrator but as an outstanding scholar.

Professor Verrastro indicated that the entire faculty of the School of Music had been encouraged to present ideas and suggestions with respect to the new presidency. The response to this request resulted in the School of Music's submitting three names as possible candidates to the selection committee. Each of the candidates would easily meet the standards stated by Professor Verrastro.

The third department in the Division of Fine Arts is the Department of Art, headed by Francis A. Ruzicka who for many years has been considered by his peers as one of the best--if not the best--administrator of a college art department in the United States. Frank Ruzicka understands college administrators and college administration as well as anyone. His interesting "Some Thoughts about the next UGA President..." should be given special attention:

> I would like to respond to your request by reminding us that every job description for a university president defines a search for a man or woman who simply doesn't exist. Every university wants the perfect specimen--a miracle worker who will be all things to all people, who will provide rapid solutions to all sorts of chronic problems and offer infallible leadership in all matters attendant to the institution--financial, academic, philosophical, spiritual, administrative, etc. And they hope to employ this superman/superwoman for an academic salary when someone with the requisite managerial skills could earn a million dollars a year in the corporate world.
>
> In short, we should stop fantasizing about candidates and look realistically in academic circles with the hope that we will find a man or woman with some respectable administrative experience, a plausible commitment to education, a balanced overview of the several disciplines and missions with a comprehensive university and a willingness to take a lot of heat while doing everything with a sense of humor.

My final interview was with the Chairman of the Division of Fine Arts, Professor W. Joseph Stell who was also candid in his statement of preferences for the next presidency. Professor Stell made it clear that the corporate management approach to administration would be unacceptable to him. To further emphasize this point, Professor Stell feels that even at the present time the administration is too dependent upon numbers and statistics and that these are not meaningful factors in dealing with the arts. Professor Stell further indicates that the very nature of the fine arts prevents this area from culling the same numbers and statistical models easily drawn from other academic area. What he implies is that such numbers should not be of prime consideration when college administrators, including the president, plan for funding, building, and general support of fine arts programs.

Professor Stell does not consider it essential that the new president have a background in Art, Drama or Music but that this individual be a distinguished scholar in one of the

traditional disciplines of the arts and sciences. He reminds us that 54 percent of the students currently enrolled at the University are enrolled in the Franklin College of Arts and Sciences.

In summary, I would like to repeat what I consider to be the most frequently expressed expectations and preferences from members of the Division of Fine Arts. These are as follows:

1. The new president should be a distinguished scholar in one of the traditional arts or sciences with a documented history of success as a college or university administrator.

2. The new president should be emotionally and intellectually supportive of the fine arts and special needs of the area including, particularly, the construction of much needed facilities.

3. The new president should be supportive of the reforms now being undertaken by the University Council.

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In educational policy [the president] must be in accord with his colleagues. If he cannot persuade them to adopt his views, he must go along with them. It is absurd to suppose that any president, however strong or willful he may be, can force a faculty, made up of leaders of thought, to do his will.

William Rainey Harper
President, University of Chicago
(1890-1906)

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Shared governance is an esteemed and time-honored tradition in American higher education. While lines of practical jurisdiction between trustees, administration, and faculty seldom have been neatly drawn, a substantial body of governance "common law" (based on experience and good will) has matured over the decades.

John T. Bernhard
"The Changing Role of the Presidency"
(1974)

THE HUMANITIES AND OUR NEXT PRESIDENCY

Richard A. LaFleur
Professor and Head
Department of Classics

I was sitting in my office a couple of weeks ago reading an article from The Chronicle of Higher Education, rather cumbersomely titled, "Most Effective College Presidents are 'Risk Takers' Who Rely on Respect, Not Popularity, Study Finds." I was deeply engrossed, as you can imagine. Suddenly the phone rang, and when I picked it up an eerie voice on the other end asked me, in ominous tones, "What creature is it that moves on four feet in the morning, on two at mid-day, and on three in the evening hours?" Again, the voice was strange, sphinx-like--I knew instantly the caller was Cameron Fincher. And so I thought for a moment about the many-appendaged creature whose identity he sought, and I replied, "Why, it must be a University President!" The third leg in the afternoon was the walking stick he used to fight off all the diverse constituents his daily risk-taking had perturbed, and the four legs were those he crawled in on each morning after the fray: presidents are tough, though, and also very obstinate, and so, after their fifth cup of coffee and the Monday Morning Executive Committee Meetings, they are generally restored to their natural bipedal state.

Now I don't really mean to accuse Cameron of sphinxing all of us, but it was truly a riddle that he posed when he called that day: he said, "I want you to give us your image of the attributes the University's new president should possess, from the humanist's perspective, the scientist's, the agronomist's. and so on." From the ten different panelists this afternoon, there are certain to be ten different images. I've consulted with a number of faculty in sifting through my thoughts for this presentation: the typical first response was the sort given, in jest I think, by a colleague in Classics--"The new president should have studied Latin and Greek for at least four years." The plant pathologist or the geneticist may be happy with nothing less than a president whose Ph.D. is in BIO--something or other. And so on...

Still, there are certain qualities our Platonic ideals will have in common. Like Plato in his Republic, we seek first and foremost a philosopher, by which I mean in the broadest sense a lover of wisdom. We want a president whose chief experiences have been in academia and whose priorities are steadfastly academic; we want a common sense and a businesslike *savoir faire*, but a president concerned first with ideas, and only secondarily with

numbers. We want a president whose primary interest is in the quality of our students and our faculty's scholarly experienes, whether in the history lecture hall or the physics laboratory. We want (thought perhaps not all will agree) a president in touch with the realities of the classroom because he or she is in the classroom, teaching at least one course each year.

We want a president who, though he recognizes himself as only *primus inter pares*, is nonetheless an effective leader, leader with a vision, and with the determination and strength to take risks. My opening remarks notwithstanding, I can not agree with the suggestion of that Chronicle article that such an image may be "antithetical to traditional notions of the college presidency" or, if the suggestion is correct, that such "traditional" notions are any longer valid. The perceived antithesis between a strong presidency and proper faculty governance is easily dispelled through communication.

Our president must be an avid communicator: he must listen voraciously, and at every opportunity, to students, faculty, department heads, and deans, and to the university's many other constituents; and he must articulate clearly and forthrightly his own concerns and his responses to theirs. He must be as Cato said of the ideal orator, "an honest man, experienced at speaking."

Now, on the necessity for such qualities as these I believe we may all agree: an overriding concern for academic quality, vigorous and imaginative leadership, effective communication. If there are issues of peculiar interest to those of us in the Humanities, they are now more than at any time in the past generation issues of interest to virtually everyone involved in education: humanists and scientists, professors and teachers in the schools, parents and the students themselves. Here are some signs: every national education study commission for the past five years has called for stronger humanities curricula and stronger institutional support for the humanities, and those calls are repeated almost daily (albeit too stridently at times) by former NEH Director and now Secretary of Education, William Bennett; the New York Times reports that liberal arts graduates are increasingly sought after by business and are drawing significantly higher salaries in recent years; the Johns Hopkins Medical School has dropped the Medical College Aptitude Test as an admissions requirement, fearing that it wrongly signaled to pre-med students that they should specialize early and devote the lion's share of their undergraduate study to the sciences. Today business, medicine, and the other professions are looking for the student who can read, write, and think analytically and with precision, the student

with a sense of historical perspective, and student with language training and significant measure of international awareness, and the student with evaluative insights into the ethical implications of the major technological, economic, political, environmental, and other social issues confronting us all. In short, society is beginning to appreciate that the need for the Humanities has increased, rather than diminished, with the advance of technology.

We need today at Georgia a president with a clear understanding that the Humanities are not the frills or window-dressing of a great university, but its very essence--a president with an awareness that, while not nearly so costly as the sciences, a quality Humanities program requires a very substantial commitment of resources. The previous administration, I would like to say, contributed much to the support of the liberal arts on this campus, as a look at where we were twenty years ago would reveal to even the most casual observer. But the imperative for renewed development today is abundantly evident. Our Humanities departments desperately need a more proportionate share of the University's funding, not so much for equipment and laboratory space as for improving the quality of the classroom experience. We need more competitive salaries to attract and retain the best faculty; we need funds for additional faculty, in order to reduce class size and so that teaching assistants can assist and not be given full responsibility for so many of our lower division courses. History, language, literature, religion and philosophy must be taught by our best and most experienced faculty, not by the least experienced, and in classes small enough to encourage discussion and the exchange and arguing of ideas.

We do also, like the sciences, have some very critical space and equipment shortages. And we need, again, a more nearly proportionate level of support for our nearly still-born Humanities Center, for symposia and visiting lectureships, and for what I very much hope will be an intensification of collaborative efforts on behalf of our Humanities departments, in concert with the College of Education, to support our colleagues in the elementary and secondary schools.

In a very compelling report issued earlier this month by a panel of the American Association of State Colleges and Universities, the panel's chairmen, former Education Secretary Terrel H. Bell, characterized officials responsible for cutting public education budgets as "unthinkingly abetting an act of national suicide." The report challenges faculty and administrators alike at some colleges and universities to assume more responsibility for academic standards, admission and graduation requirements, curricula, finance, and other such matters for

which in recent years policies have been shaped increasingly "in the political arena." Like the riddle of the sphinx, the challenges of this report, and the troubling questions underlying it, must either be confronted face to face by our new president and ourselves working in concert, or be ignored to our own and our state's great peril.

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One of the most interesting things about a college is the company it keeps, the constant flow of visitors who come to its campus. There are the lecturers and concert artists, the visiting professors, the public officials, and foreign visitors, the prospective faculty members invited for inspection, representatives of professional societies and foundations, returning alumni, and the vast number of unclassified. It is the president's privilege to meet them all, and a very large proportion make the privilege a reward. If the president cannot read books, he can talk to his visitors and he can listen. A luncheon can give him a lesson on art, on politics, on the climate of the Gold Coast, or on insect life. If he encounters bores, he can comfort himself that his is the most educational position in the college and that he is getting the education. His personal curriculum is broader and his teachers are more numerous than those of anyone else in the college.

Being a public figure may not be equally enjoyable to every president, but it does bring him into contact with other public figures. It is a rich personal experience. Over the years a college president may thus meet the great personalities of his generation at home or from abroad, a privilege which he will owe largely to his position.

Harold W. Stoke
The American College President
(1959)

PERSPECTIVE ON THE UNIVERSITY PRESIDENCY FROM THE PROFESSIONAL AND APPLIED FIELDS

Lynda Henley Walters
Associate Professor of Child and Family Development
College of Home Economics

We are in a process in which ideals seem to be the order of the day. I think it is difficult to prioritize the ideals along with the practicalities. In my conversations with faculty and administrators, I have found many of their comments to be very practical and not as idealistic as I had expected. Yet I found what I thought to be remarkable consistencies in the sorts of things they had to say.

One of the first points that has been made is the desire for a president who believes that education is a major part of the long-term solution to current problems, whether the problems exist at the state, national, or international level. I think this is an important point because it affects the way we view all of education, not just whether we are looking at applied and professional programs. What we believe the outcome of education to be will have an effect on the way we look at arts and humanities, the way we look at sciences, social sciences, and of course, the applied and professional programs.

The second major point is that we want a president who recognizes the complex and comprehensive nature of this University. Most states have what they would call two flagship universities. Georgia, on the other hand, has what most of us consider to be one flagship university minus a medical school and an engineering school. This means that all the parts of this very complex institution must be balanced. We cannot think of this University as being essentially two universities. Instead, we need a president who recognizes that if the applied and professional programs are to be strong, then we must have strong arts and humanities programs, we must have strong science programs. One part of a comprehensive university should not take precedence over another. The university is strong when all programs are strong.

The third major point is that we need a president who recognizes that we serve the State of Georgia. This means that we need a president who understands the culture of Georgia, understands the people of Georgia and their needs. We might assume that this would mean that we need a president who is from Georgia, but that is not what I mean at all. I think as we look at candidates, we shall see that some are more flexible in their thinking and are able to understand more easily what

makes a constituency what it is. This university has a significant effect on the willingness of the state to support higher education. We know that instruction and research on this campus are vital to the state, but we must have a leader who can communicate effectively with the state or none of our goals can be met at this university. In order to have a president who can represent this university well, it would be desirable for that person to have had some experience in a land-grant institution--an understanding that the mission of a land-grant institution incorporates the missions of many other kinds of universities but may be more comprehensive than some other environments with which a university president might be familiar.

The fourth major point that is appropriate for me to make as a representative of the applied and professional areas is that we need a president who understands and recognizes the importance of application. When we become involved in discussions about educational matters, it is easy to focus on the basics of education and forget that application is equally important. This sort of understanding should come both in the instructional areas and the research areas. Education means many things to many people. We in professional and applied fields do, indeed, want any student who comes to the University of Georgia to leave with the best possible education. Yet we also need to be able to respond to the goals of the students and their families. If the student's goal is not to leave here with a major strength in the arts and humanities but to leave being strong in an applied or professional area, the student ought to have that opportunity. To be educated in an applied or professional field at this university means that the student's education includes basic arts and sciences and extends to application in a chosen area.

Likewise, applied research is not, as many people would suggest, simply evaluation research. Applied research draws on basic research and very often includes basic research. We need an administrator who understands that in order to conduct applied research, one must have all the research skills of a basic researcher and then be able to go beyond that in order to understand the meaning of what we find for particular situations and particular life forms, whether they are plants or animals or people. Application must be an important and strong part of a comprehensive university and it should in no way take away from the basic research and instruction that we find in a comprehensive institution.

Another interesting point that has been made by faculty which I had not expected was that we would hope for a president who would not prejudge programs. This point is made in

recognition of the fact that any person who comes to a new institution comes with a background of experience and that those experiences are likely to bias the ways in which given programs are viewed. The hope that was expressed to me is that whoever is selected president comes with an open mind and looks in a genuine way to see where the strengths are and will be willing to build on the strengths that exist as well as building those programs that may be weaker. More important than anything else, it is the willingness to learn anew about those programs with which a person may have had bad experiences in the past in order to see them in a new light. Any program in the University may be disadvantaged by a president who prejudges according to idiosyncratic experiences from the past.

Another major point has been that we would hope for a president who is in favor of faculty development. One way to view faculty development is to think that the reading that is done to support instruction and research is all the development that a faculty member needs. Another view is that faculty development includes a refueling activity that involves more than trying to get information in order to continue generating information. What I am really referring to, of course, is a sabbatical experience that allows for faculty to continue in their own development in order to maintain the quality of the institution that we hope to provide for students.

In terms of personal characteristics needed by a president, there are three major ones that have been suggested to me. One is that a new president would be a creative person--a thinking being who in order to gain insights is able to take the pieces of a comprehensive university and manipulate them and juxtapose them in different ways. It is only through this process that it is possible to progress beyond the obvious for understanding the nature of programs and the way they work together in an institution of this size and complexity. Without creativity it is very difficult to learn anew.

Another major personal characteristic is that a new president be both trustworthy and trusting. Clearly, presidents have authority. The faculty with whom I have talked would not suggest that a new president abdicate to faculty who run the university. Instead, the thinking was that faculty will only be involved in the university and its administration to the extent that they are trusted. And the president cannot be trusted if the president does not trust the faculty. This is a mutual and reciprocal relationship that is essential in order to have a university that is truly strong. It was also pointed out that gregariousness in style should not be mistaken for trust. There are many qualities of style that can, in fact, hide both

the basic views of a president and the way a president functions.

Lastly, hopefully, we would have a president who has a sense of humor. Not a sense of humor that is designed to cover attempts to manipulate, but humor that draws people in and includes them so that we can continue to work together to move forward in this great university.

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Given the many constituencies a president has to please, not only persons on campus but outsiders as well, no one should even consider taking on such a position unless he or she has more than an ordinary amount of charm. And many presidents do.

Joseph Katz
"The President: Leader, Parent, Hero, Villain"
(1981)

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My first maxim is, Be Lucky....
...The last maxim is, as is the first, Be Lucky!

Herman B. Wells
President, Indiana University
(1937-1962)

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There is, of course, an almost endless series of variations...within these several presidential types. Also, it should be noted that a single president may not always play the same role: for example, he or she may start out as a managerial leader and end up as a survivor, or begin as a pathbreaking leader and end up a scapegoat, or come in a hard manager and end up a soft one.

Clark Kerr & Marian Gade
The Many Lives of Academic Presidents
(1986)

IN SEARCH OF NEW UNIVERSITY LEADERSHIP

Ivery D. Clifton
Associate Professor of Agricultural Economics

The University of Georgia as a land-grant institution, is unique and unlike any other in the state. Its broad and comprehensive programs in teaching, research, public service, and international activities affords an opportunity and challenge to identify and solve a wide array of behavioral and policy issues confronting society. The roots of the land-grant system is deeply imbedded in the professional and applied programs on the campus--particularly in agriculture.

Present problems and future challenges facing our society insure with near certainty that the modern land-grant institution will not be able to proceed with business as usual. How this institution will mass its collective energies to carry out its public mandate is intricately linked to the quality of its future leadership.

Expectations

The new leadership should be an individual of national stature, possess a clear vision as to the avenues of approach needed to move the institution to a position of greater prominence, and possess a demonstrated record of solid academic achievements. He must be capable of commanding the respect of the faculty and the academic community at-large, and be a "risk-taker" or "change agent"--an individual who can both articulate and implement plans and programs designed to achieve greater prominence for the university. The new president needs the capacity and desire to develop the whole institution and an understanding and abiding appreciation for the land-grant system.

Authority and Responsibility

The primary responsibility of the new leadership should be to execute the duties of the chief executive office as promulgated by directives from the Board of Regents. The new leadership should draw his/her authority from two sources: (1) the Board of Regents and (2) The university faculty--the UGA faculty must be a legitimate partner in the governance process. Such a sharing must occur without either party usurping or infringing upon the mandated responsibilities of the other.

Charges

The new leadership must plan for the 21st century. An essential charge then would be for him/her to prepare the institution to take its rightful place in that century. A continued commitment to excellence in research, teaching, public service, and international activities are essential first order conditions to meeting the needs of the state and region in matters of higher education.

Challenges

The new leadership will be confronted with many challenges. Perhaps some of which can be redefined to represent opportunities. Others (challenges) will probably beg for much broader labeling. An important challenge will be to define the role that this institution will play in the overall system of higher education in Georgia, realizing that its sister institutions will not remain invariant.

Preference for Academic Background

I believe that a background in the professional and applied fields would be appropriate. The choice here appears consistent with national trends found among state colleges and land-grant institutions. Also the new leadership should have professional experience and reputation that is academic and outstanding.

In summary, the University must continue its pursuit of excellence. To do so, its leader must be visionary, not be averse to risk, respected by the academic community, and of sound character activated by principles of honor and integrity.

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The creative use of power in stimulating faculty action or in moving ahead despite a lack of faculty support is a quality that separates effective presidents from those who merely occupy the office.

Robert F. Carbone
Presidential Passages
(1981)

EXPECTATIONS AND PREFERENCES FROM THE PERSPECTIVE OF ACADEMIC SERVICES

David F. Bishop
Director of Libraries

I have been asked to look at the expectations and preferences for the next president of the University from the perspective of those of us providing academic services. Let me begin by talking about academic services, what the services are, and what units provide these services. Then I will look at four qualities that a president should have in order to provide the kind of leadership that is necessary to enable the University to maintain and improve its present position.

In discussing academic services I would like to focus on two services in particular and on the units that provide those services. Two academic services essential to the vitality of the University are information services and computing services. Information services are provided by the University Libraries. Computing services are provided by the Computer Center and those computing activities that require some type of institutional coordination.

The libraries at the University of Georgia I think are impressive. The libraries are 28th in overall strength in North America. The University of Georgia Libraries are one of the few library systems among that 28 not supporting programs in engineering or human medicine. We have over two and one-half million volumes, over three million volumes equivalent in microform, and are adding nearly 100,000 volumes each year. Also, the Libraries provide automated systems both for library users and in support of library operations that are, I believe, unsurpassed.

The Computer Center is probably more impressive. It provides over a dozen mainframe computers, including two Control Data Corporation super computers, and has an outstanding staff to support the operation. In addition to meeting the needs of the University, the Center provides a major computing capability for the University System Computer Network. There are a number of important programs and units associated with the Computer Center including the Advanced Computational Methods Center and the Computer Software Management and Information Center (COSMIC). But, the most impressive thing about the Computer Center is that in recent years the computing power on this campus has by and large stayed ahead of demand and staying ahead of demand more than anything has permitted the orderly, systematic growth of computer related programs.

The University is fortunate that neither the Library nor the Computer Center is deficient, but both face some exciting challenges and opportunities that will have to be addressed probably at the presidential level.

With that brief description of the two major units in the academic services area, let us turn now to expectations and preferences for a new president. I suspect that if all the panelists were asked to prepare a list of expectations and preferences there would be a great deal of duplication because most of us would want to see similar qualities in a leader. So, rather than repeat general characteristics, let me focus on four qualities that relate more specifically than others to academic services.

A president must have a positive and enthusiastic attitude toward change and the future, particularly with regard to new technologies. Changes in technology are occurring rapidly and continuously and those changes are occurring at an accelerating rate. Universities to be successful must respond to those changes in a steady, orderly fashion. This rate of change is such that if we stop progressing we will quickly begin falling behind and when that happens we will be unlikely to catch up.

An example of this is telecommunications, an area that I believe will affect libraries, computer centers, and will fundamentally reshape the way universities function. A survey of the American Council of Learned Societies of Scholars in the Humanities and Social Sciences showed that in 1980 two percent of those scholars owned or had exclusive access to a computer. That by 1985 the number of scholars with access to a computer had risen to forty-five percent, most of whom used the computers not only for routine word processing but for other purposes as well. That percentage is now higher than that and in the near future, we are likely to see most faculty and students having direct access to personal computers or work stations.

The connection of these personal computers or work stations through networks both on campus, nationally and internationally will be crucial to the success of the University and will be a major factor in determining the role the University of Georgia will play in the world community of scholars. The president must address the physical telecommunications issues (wiring on campus), but more importantly that office must address issues relating to software, protocols, funding strategies and the like.

The goal of the president should be to make available to each faculty member a scholar's work station with communication and

computing services provided from a variety of sources as easily and transparently as possible. These services should include access to library and bibliographic information, word processing and text creation capabilities, access to mainframe computing, electronic mail both on and off campus, electronic bulletin boards to link scholars to one another, and many others.

The reality will be that the effectiveness of the University's telecommunication capability will affect the productivity of its faculty. It will also affect the University's ability to recruit new faculty and students and it will be a factor in determining the University's position among its peer institutions. A new president needs to be receptive, knowledgeable and needs to take a leadership role in this and other areas of the emerging technology.

A second quality the president needs is to be a risk taker. The president needs to be willing to take prudent risks and to select from among the risks those which will be of the greatest benefit to the University and will have the best chance of success. The president also needs to surround him or herself with people who will take risks. Most important is the need to establish an environment that allows people throughout the organization to take risks and on occasion to fail knowing that the failure will be understood and accepted.

It is interesting that leaders in universities where a major goal is exploring the unknown and assuming the risks associated with that pursuit are so conservative in taking risks related to their own organizations--a risk taking attitude at the presidential level can have a positive affect on the entire University.

A third quality needed in the presidency is the willingness to devote the necessary energy and attention to providing an orderly, responsive university support system. It is crucial to the success of a university that the president understand the administration's role as a facilitator in assisting the educational and research process.

Ignoring academic support issues in hopes that they will go away can be debilitating and can cause serious long term problems. Each year a university president faces pressures, particularly financial pressures from all units of the university. It is always possible to delay a budget increase for library materials, put off upgrading computing hardware, and defer improvements in lab equipment. What happens is that over time a problem is created that is almost impossible to correct. A president sensitive to the importance of a strong university support system will address those needs on an

annual basis and will avoid creating long term serious problems.

Fourth, and finally, the president needs to have a sense of how to balance the many forces and pressures within the University. A university needs balance--balance among disciplines and balance among the major areas of the university. The president must be president of all of the University. That does not argue against priorities and choices, but all constituencies must be considered when making those choices. If a president becomes allied with a particular program or an aspect of the University, the result will be a sense by many of being disenfranchised. An effective president can not afford to disenfranchise any significant portion of the organization.

I have looked at four qualities of the University presidency which I think are of particular importance to those of us concerned with academic services: first, an enthusiasm for the future and for change; second, a willingness to take risks and to encourage others to take risks; third, an awareness of the importance of providing an orderly responsive support system for the University; and finally, an ability to balance the needs of the University.

In closing I would urge that in evaluating the qualities we want for a president we maintain the same type of balance I advocated earlier for a new president. My major concern is that as we search for a new president we will direct our attention to those qualities of the presidency that were perceived to be lacking in the past and will ignore some equally important qualities that have been present. If we do that, the result could be that rather than solving our leadership problems we will merely change them.

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Among essential talents, the most crucial is the capacity to provide a sense of direction. Direction, vision, integrity, coherence are distinctive responsibilities of the leader. The leader's highest mission and most essential talent is to know, to shape, and to articulate what the college or university is becoming.

David G. Brown
Leadership Vitality
(1979)

THE NEW PRESIDENT AND SPONSORED RESEARCH

Edward Chin
Professor of Zoology &
Director of the Marine Sciences Program

From the perspective of faculty who are engaged in sponsored research, it is necessary to define sponsored research. It is research supported by non-university sources, usually in response to proposals submitted by the faculty to government agencies, foundations, industry and others. Federal agencies are the major source of sponsored research funds.

Sponsored research is important to the University in many ways.

1. It enables the faculty to conduct research.

2. It forces the faculty to maintain a competitive edge by exposing its research to critical evaluation by peers.

3. It supports graduate students.

4. It provides considerable overhead funds, part of which are used to:

   -- support small grants for the faculty, including the arts and humanities,

   -- provide "seed money" to enable young faculty members to start their research immediately,

   -- support foreign travel for faculty to attend international meeting,

   -- provide matching funds for new grant proposals.

What can the new president do to enhance sponsored research when sponsored research needs (1) space and facilities, (2) adequate release time for the faculty, and (3) matching funds?

In regard to space and facilities, there are few units on campus that do not require more space. The new president must be able to convince the Board of Regents, the Governor, and the legislators that the need for space is genuine and should receive high priority.

In regard to adequate release time for the faculty, the number of research faculty positions at the University has been steady for a number of years. To understand fully the nature of the problem, you must realize that the total number of student hours recorded within the University System are used in a formula to derive the number of teaching EFT's for the System. At most state universities, the formula stops at this point. At Georgia, the formula is extended to allocate a number of research EFT's to support departmental research, and it is these EFT's that provide release time for faculty research. During the current year, the University of Georgia has approximately 1900 teaching EFT's and 350 research EFT's scattered throughout various teaching departments of the University. A typical faculty member on a nine-month appointment would have 0.50 EFT allocated for instruction and 0.25 EFT for research, or two-thirds teaching and one-third research during the academic year. The research EFT's presumably generate sponsored research funds which support graduate students, which in turn provides the formula with a basis for increasing the number of teaching and research EFT's. Thus, the three components--student hours, teaching EFT's, and research EFT's--are inextricably linked.

It is obvious then that both teaching EFT's and research EFT's cannot be increased significantly without an increase in the total number of credit hours registered for by students. With level student enrollment at most institutions in recent years within the System, there is little wonder why the University of Georgia has not been allocated a new EFT for the last 6 to 8 years. Unless there is substantial increase in the number of students in the future, growth of the University will continue to be limited. At the same time, if there is any drastic increase in the number of students, laboratory and classroom facilities which are already heavily used will have to be added. Therefore, it is unrealistic for me to expect that the new president will be able to increase the number of research EFT's on the campus.

The new president can, however, encourage re-evaluation of the current distribution of research EFT's on the campus to determine if they are producing the desired results in each unit. Faculty members, wholly or partially funded on research EFT's, should be able to show productive results in terms of research output in the form of publications, sponsored research funds, or both.

In terms of matching money for obtained sponsored research funds, the University of Georgia has had very little in the last 10 years, and unless the new president can convince the Governor and the General Assembly that matching funds are

vital to sponsored research, I do not foresee much change in the near future.

It is perhaps in the ex-officio position of President of the University of Georgia's Research Foundation that the President of the University of Georgia can enhance sponsored research most significantly. The foundation now operates on little more than 21 percent of the overhead generated by current sponsored research grants. Approximately one-half of these funds are returned to the units that originated the Foundation and to support the grants programs, foreign travel and matching funds cited above. To increase funding for these research activities, the president should encourage the development of bold innovative ways to generate additional revenue for the research foundation, such as royalties on patents and copyrights and joint ventures with industry.

In some general concluding remarks, I would hope that the new president would recognize the tripartite mission of the University as Education, Research and Public Service. I would hope that he or she would instill the faculty with renewed enthusiasm and dedication. I would want a president who had the vision to identify the challenges ahead and the courage to shape the University to meet those challenges. To obtain the resources required to meet those challenges, the president must be able to work effectively with the Board of Regents, the Governor, the General Assembly, the alumni, the corporate world, and other University supporters. To obtain the maximum effort of the faculty, upon whose shoulders the ultimate mission of the University falls, the president must be able to establish goals of the University and develop with the faculty a healthy, open working relationship based on mutual respect, understanding, and cooperation; otherwise, he or she can be likened to a band director trying to lead a band of several thousand, each of whom is marching in a different direction to the beat of a different drum.

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A very basic rule: Individuals who believe they absolutely must be university presidents...probably should not hold that position, because such a commitment...will result in a loss of the kind of independent judgment and action that the presidency requires.

Clark Kerr
Presidents Make a Difference
(1984)

STUDENT AND STUDENT AFFAIRS PERSPECTIVES ON LEADERSHIP

William R. Mendenhall
Associate Vice President for Student Affairs

My remarks today will echo much of what has already been said but I hope to add student and student affairs perspectives. What follows is my compilation of what I think I hear students saying about leadership, what I think I hear student affairs staff members saying, and my observations of the behaviors of nine presidents on five campuses over twenty-one years as a student affairs professional. I have divided my comments into five categories: General, Qualities, Students, Behaviors, and a Summary Statement.

General

I believe we can apply many traits of leaders in successful businesses to the university setting. Pulling from Peters and Waterman, In Search of Excellence, there are at least four of the eight organizational traits that I find extremely applicable in an institution of higher learning.

1. A bias for action. That is, one who is willing to make the hard decisions and to be a risk taker.

2. Staying close to the customer. In higher education this means particularly keeping in touch with faculty and students, but also with all constituencies of the university.

3. Encouraging autonomy and entrepreneurship. Creativity, academic freedom, forums for expression, and dissent are extremely important to our mission and purpose.

4. Productivity through people. The university is essentially a human enterprise with 80-85% of budgets going to personnel. That productivity and creativity must be fostered if we remain both efficient and effective in dealing with the public trust.

Qualities

A new president should have at least a majority of the following qualities and characteristics: a national reputation in higher education; a genuine concern for students, their

welfare, and their education; and an appreciation of and commitment to undergraduate education. The new leadership should have a vision for the University of Georgia in further developing a national and international reputation, and a sense of the importance of shared governance with both faculty and students; also demonstrating leadership by example, role modeling if you will, or as was once said, "possessing the ability to touch people's nerve endings and cause them to act." A teacher, one who has been in the classroom and will continue to be! A new president needs a societal and cultural perspective on the mission of this land-grant institution, and finally, "one who has been there," preferably a sitting president from a state institution comparable to UGA.

Students

How do students view a president? I believe they want someone who is a respected professional, one possessing "charisma" who will surround her/himself with quality people and who can rise above the bureaucracy. A leader with a commitment to goodness, fair play, and integrity in all things as well as "in touch" with students through both formal and informal structures and through classroom teaching. One who appreciates and encourages the co-curricular life of the university and understands the changing nature of the modern American college student. A president who understands the nature of student development theory and the goals and functions of a student affairs organization.

Behaviors

Students need a manager (outwardly focused and creative in developing new resources) as opposed to an administrator (a bureaucrat tending to what has been provided). A strong leader who will do the right things versus doing things right. Students want someone who will support open communication, team work, participative decision making, encouragement of initiative, mutual support and understanding, high standards for self and staff, and the use of specific objectives and performance evaluations.

Summary

The University of Georgia needs a president: (1) who is an academic leader with a national reputation and credibility; (2) who "has been there;" (3) who is first and foremost a teacher; (4) who understands the diversity of today's college

students; (5) who has an appreciation for student development theory and practice; (6) who leads by example; (7) who practices shared governance, open communication and team work; (8) who knows his/her own values, acts with some consistency with those values, and displays integrity; and (9) who is visible and accessible.

Remember, there is no fault in not being able to do everything; the fault is in not finding staff who can fill the gaps.

Footnote: I think it appropriate to request that the Search Committee release some general characteristics of the applicant pool such as number of candidates, ethnicity, region of the country, sex, number from inside/outside higher education, and number of current CEO's. This basic information should not violate any personal confidences and could do a great deal in breaking down the perceived closed nature of the process.

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Concern for students: Having already specified two constituencies as the most important, do not be surprised if I declare that the students, as the main reason for which our institutions exist, are also, in that sense, a most important constituency of the president. Their needs and desires do not always coincide with those of trustees and faculty, but they, too, must be heard.

Theodore M. Hesburgh
President, Notre Dame
(1952-1987)

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Today the president's visibility and his or her closeness to the students varies among institutions, but both are obviously functions of the size of the institution. A student can spend four years at an institution, particularly a large institution, without ever having laid eyes on the president.

Louis T. Benezet
Style and Substance
(1981)

THE IMPORTANT ROLE OF PUBLIC SERVICE IN A UNIVERSITY

Melvin B. Hill, Jr., Director
Carl Vinson Institute of Government

The theme of the University of Georgia Bicentennial Celebration was: "to teach, to inquire, to serve." The notion of service as being a central element of the mission of the University is clearly expressed in this theme. It is the third leg of the stool, so to speak. I particularly like the analogy of a stool, because what does the third leg of a stool do? It provides an anchor, a foundation, a grounding on the land. In my opinion, this is an apt description of what the service mission does for the university.

The underlying philosophy of the public service mission, of course, is that the wisdom of the ages and the wisdom of the moment should be brought to bear on the problems of our time. George Strother, then Vice Chancellor of the University of Wisconsin, expressed this philosophy this way at a conference on university public service and extension held at the University of Georgia in 1974:

> The extension and public service role of the university...is an effort to move from a monastic image of the university as a community of postulants who have foresworn the world and its works to a university that sits in the mainstream of society.

Public service is indeed a grand and noble calling. In fact, I would argue that it is the highest calling. And, of course, I speak from a position of absolute objectivity.

Unfortunately, this perspective about the important role of public service at the university is not shared by everyone. In fact, it is not shared by university presidents, generally. This was discovered in a 1985 survey of university presidents conducted by Drs. Delmer Dunn, Frank Gibson, and Joseph Whorton, in cooperation with the Institute of Government, in which 114 university presidents from the major land-grant and non-land-grant universities were surveyed about their attitudes toward university public service institutes. (Public Administration Review, July/August, 1985, Vol. 45, No. 4, pp. 503-509). Sixty presidents responded, and the results were discouraging to those of us in the service sector. University presidents, as a whole, assigned a higher priority to traditional university programs than to service programs. This survey compared the responses of land-grant university presidents to those of non-land-grant presidents, and it found that

the priorities of land-grant presidents toward public service programs were only slightly higher than those of non-land-grant presidents.

This is particularly troubling at a time when we are looking for a new president, and especially so in light of the fact that no one on the search committee for the new president is from the service area. And the president is the key. As Dr. Donald R. McNeil, then Chancellor of the University of Maine, said at the 1974 Public Service and Extension Conference:

> There has to be a top level commitment. I do not care how you slice it at the vice presidential level or at the level of dean and directors, unless the presidents and chancellors are committed to this, the movement is not going to progress very far.

This cannot be overemphasized. The attitude toward public service at the top will determine the degree to which public service is seen as a central mission of the university. At the conference of the Southern Consortium of University Public Service Organizations held in Savannah last May, Dr. Fred Davison, a president genuinely committed to the public service mission, stated that he believed that one of his major responsibilities as president was to maintain a centrifugal force in the organization. He felt that the natural tendencies were for centripetal force, which would eventually lead to self-absorption and isolation.

So, from the standpoint of the public service program of the university, I would say that the most important attribute of a new president would be a commitment to the public service mission of the university. This person would not necessarily have to have been in a land-grant institution, although having served in such a capacity would make that person more familiar with the land-grant mission. But overriding any particular experience he or she might have had would be this commitment to the public service role of the university.

In terms of other attributes, I would offer the following as desirable characteristics.

1. First, a man or woman of substance. A person who knows what it is to be a teacher, who has a love of teaching and a love of students. A person who understands research, and both its processes and its broader ramifications.

2. A man or woman of vision. By this, I mean a person of creativity, imagination, innovation, enthusiasm--a conta-

gious spirit. The person at the top sets the tone of any organization.

3. A man or woman of stature. This is of lesser significance, in my opinion. It is more important to me that this person earn his or her stature over time. I would rather have a very good person who became great here than one who had already achieved his or her greatness elsewhere.

We must not lose sight of the fact that we do have a success story on our hands at the University of Georgia. We are looked to as having one of the most, and perhaps the most, successful public service programs in the country. So, a new president will not be coming in to save a sinking ship in this regard. He or she will be coming in to move us forward, to broaden and strengthen an already thriving program.

This success was heralded by Mr. Dean Rusk himself in a 1974 speech, when he said this:

> Over the years I have seen unfolding in my own county (Cherokee County), among my own cousins, the extraordinary effort of the partnership between education, research, and extension, a partnership which has transformed the life of this nation...the contribution of our state universities and our land-grant colleges toward the uplifting of human life throughout most of the country...has been utterly fundamental.

And this extension that he speaks of is not just to farmers and the agricultural community, but to state and local governments, to businesses, to community groups, to young leaders of tomorrow--even to shrimp fishermen on the Georgia coast.

Finally, I would add this personal observation. I would like to see a new president who is more interested in making the most of what we can be and should be at the University of Georgia than in comparing ourselves with other institutions of stature. I believe that we have sometimes become overly concerned with trying to emulate other institutions rather than becoming the best that we can be for what we choose to be. Let us set our own course and let others follow us.

In closing, I would reiterate that I believe that those of us in university public service programs are vulnerable because ours is not a traditional mission of the university, and because presidents do not generally or necessarily have a commitment to this mission. Therefore, we may have more at stake in this discussion than most of the other people involved.

FACULTY AND STAFF EXPECTATIONS FOR OUR NEW PRESIDENT

Margaret Elizabeth Holt
Assistant Professor of Adult Education

First I would like to tell you the methods I employed for gathering the following remarks:

After Cameron Fincher described the purpose of the panels, I sent a memorandum to all faculty members in the Department of Adult Education and one to Dr. Ed Simpson, the Director of the Georgia Center for Continuing Education explaining what Cameron had asked me to do and requesting that individuals in the department and at the Georgia Center send me inputs to be used in my comments. As best I can determine, the comments below represent the thoughts of three administrators at the Georgia Center and five faculty members in the Department of Adult Education. In addition, I had a phone conversation with a distinguished public service retiree. I, of course, will not identify any of the comments with individuals, and when certain comments are repeated across several individuals I have only included these ideas one time. In most cases, these words are the exact words given to me for this session.

I don't think the University can fall captive to an "idealized" image of what a university president should be. In recent months discussions seem to have surfaced that we need the classical scholar, the renaissance man or woman, from the purely academic side of life. All of the above is very desirable, if (and this is most important) the individual has experience with major management considerations. With a $270 million budget one cannot "play" at being president. That's a polite way of saying that history professors, English professors, chemists, etc. don't have some *a priori* ability to be president of a major university without appropriate administrative training and preparation. The new president should be a sound academician, an educator, with excellent administrative skills who understands the value of service and who places high priority on providing continuing education activities for adults.

The new president must absolutely be oriented to the future. This means an understanding of the impact technology can bring to bear on the delivery of educational programs, the importance of the non-traditional student and what continuing/ adult education represents in educating the lifelong learner, an understanding of the special relationship of a land-grant university with its sponsoring society, and, finally, a

willingness to be flexible and innovative, i.e., the paradigm shift. The new president should have a clear view of the future. That view must recognize the increasing need for adult education in our society as our population grows older and as the need for knowledge among adult decision makers becomes increasingly critical to our way of life, and even our survival. The new president must be aware of the changing nature of the population attending institutions of higher education and have as part of his or her agenda a commitment to address the need for degree programs for adult students. The new president must take the initiative in providing this commitment. Adults must be offered degree programs through a variety of nontraditional delivery systems in evening and weekend classes with a broad spectrum of support services. Faculty who are aware of the best instructional strategies to accommodate adult learning and who are committed to the success of adult students should teach these courses. The president must have a commitment to these types of nontraditional programs.

The new president should be someone who sees learning as lifelong; who has a broad perspective of education as being more than schooling--as being more than terminal with higher education.

The new president must clearly understand what a comprehensive land-grant university represents, which is another way of saying that public service has to be recognized with more than lip service. This university has one of the most comprehensive and outstanding public service outreach arms in the United States; yet, despite what we tell ourselves, the reward system pays off only for research, to a certain extent for teaching and public service is not even a distant third. The comprehensive, land-grant university serves many constituencies, not just the traditional academic in the halls of ivy, but a public which makes demands to which responses must be made in a meaningful way. It is not enough to say simply that we will not admit athletes unless they are competitive with regular students. This has implications for minority enrollments and implications with regard to support from the taxpayers at large, many of whom may want to see a major athletic program at their state university. This is not to suggest there must be a dishonest two-faced system, but that changes must be viewed realistically. The new president should have a thorough understanding and, hopefully, a personal involvement with the land-grant concept. I believe that in Georgia as in no other state, the marriage between the state land-grant university and the people can be characterized as family and inseparable.

The new president should be someone who sees the University's mission as serving all people of the state including

adults in places other than Athens, in other words someone who has an outreach perspective with credit courses. A similar response was that the new president should have a demonstrated commitment to the field of adult and continuing education, that is, has supported it somewhere else or is a graduate of an adult education program or has been an adult-continuing education administrator.

The new president should be asked very carefully about his or her intentions with regard to the chief academic officer. This will be the first major appointment by the new president. How does this president intend to use the new vice president for academic affairs or provost? What strengths will be sought? How will he or she complement the president? Will the vice-president for academic affairs be a mirror image of the president or an inside operator with the president handling "the outside?" What is the president's administrative style with regard to delegation to the chief academic officer? This list of questions could go on, but the point is that it is extremely important to view the two offices together when interviewing and selecting a president. Another dimension to all of that, of course, is whether the new president will make wholesale changes in the upper administration, something only time will tell.

One respondent suggested that in order to determine the candidates' positions on issues like these that open forums be held with the final candidates for the position to give faculty a chance for dialogue and questioning. In addition to the open forums this respondent also determined it would be advantageous to have open sessions with the final candidates for each of our schools and colleges. Finally, it was suggested that the faculty be given the opportunity to vote for their choice for president from the two finalists for the position.

The new president should have a history of participatory administration. This is particularly critical to the continuing education and public service programs of the University, because so many decisions made dealing with the traditional academic programs impact so heavily on the kinds of things we do. It is imperative that we have a voice and a role to play in the making of those decisions. The new president should have a history of delegating authority. The continuing education and public service program is so complex and so different from the traditional academic thrusts of the University that it can be administered intelligently only as major leadership responsibility is delegated to those of us who spend our lives pursuing its purposes. The individual selected to lead the University of Georgia should fully comprehend the University's need for financial support which means sophisticated skills in knowing

how to cultivate and get needed funds to establish programs and keep them going.

It is most important that the person employed be someone with demonstrated success in higher education and a leadership style which is consistent with the academic and collegiate environment. I believe it should be a person with great energy, a clear sense of the need to be highly visible, good listening skills, and a decisiveness in decision making.

The president should be a man or woman who is attractive to the public, faculty and students--not an overt strong-man type, not a showhorse, but a man or woman strong in depth who has a sense of fairness for all operations of the University be they instruction, service or research. The greatest concerns in the search should be about the character and the competencies of the individual rather than his or her more specialized experiences. The president does not need to be a person who feels compelled to dream up all the ideas but instead should be someone who can cultivate the dreamers.

In conclusion I would like to say that I would like the next president of the University of Georgia to be a man or woman who has read and internalized the thinking of Harlan Cleveland who stated in his 1985 book entitled The Knowledge Executive:

> I have come to believe that the art of executive leadership is above all a taste for paradox, a talent for ambiguity, the capacity to hold contradictory propositions comfortably in a mind that relishes complexity.

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In the best of all possible worlds, as Dr. Pangloss would say, enlightened governing boards set clear policy directions and then permit the institution's chief administrative officer to carry out their intent. But, of course, such textbook cases seldom occur in real life. Board members, if strongly committed (or sorely misguided), often infringe on administrative territory. Presidents, if they are decisive, often formulate policy in the act of decision making. Boards that dominate their presidents often stifle creative administration. Presidents who dominate their boards often get too far out on the limb. In either situation, the institution suffers.

Robert F. Carbone
Presidential Passages
(1981)